

103D CONGRESS
1ST SESSION

S. 1465

To amend certain education laws regarding gender equity training, dropout prevention, and gender equity research and data.

IN THE SENATE OF THE UNITED STATES

SEPTEMBER 15 (legislative day, September 7), 1993

Mr. HARKIN (for himself, Mr. KENNEDY, Ms. MIKULSKI, Mr. SIMON, Ms. MOSELEY-BRAUN, Mr. SARBANES, Mr. INOUE, Mrs. BOXER, and Mrs. MURRAY) introduced the following bill; which was read twice and referred to the Committee on Labor and Human Resources

A BILL

To amend certain education laws regarding gender equity training, dropout prevention, and gender equity research and data.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE; TABLE OF CONTENTS.**

4 (a) SHORT TITLE.—This Act may be cited as the
5 “Gender Equity in Education Amendments of 1993”.

6 (b) TABLE OF CONTENTS.—The table of contents is
7 as follows:

- Sec. 1. Short title; table of contents.
- Sec. 2. Findings; purpose.
- Sec. 3. Teacher training.

Sec. 4. Dropout prevention programs.
Sec. 5. Research and data.

1 **SEC. 2. FINDINGS; PURPOSE.**

2 (a) FINDINGS.—The Congress finds that—

3 (1) gender bias is widespread in educational
4 programs and processes in the United States, and
5 most such inequities have a disproportionately nega-
6 tive impact on women and girls;

7 (2) efforts to improve the quality of public edu-
8 cation and achieve the National Education Goals will
9 fail unless gender bias is eliminated from our Na-
10 tion's schools;

11 (3) gender equity training is one of the most ef-
12 fective means of eliminating inequitable practices in
13 our Nation's schools;

14 (4) pregnant and parenting teenagers are inad-
15 equately served by existing dropout prevention pro-
16 grams and need dropout prevention programs tar-
17 geted to their special needs; and

18 (5) effective design of Federal education pro-
19 grams to eliminate gender bias and inequity depends
20 on research and data collection that adequately de-
21 scribes and explains the impact of such programs for
22 all students, and further research on gender issues
23 is needed.

24 (b) PURPOSE.—It is the purpose of this Act—

1 (1) to assist and enable schools to eliminate
 2 gender inequity in educational policies and practices
 3 by encouraging attention to gender equity in all fed-
 4 erally funded education programs;

5 (2) to improve Federal programs to meet the
 6 special educational needs of women and girls by
 7 targeting pregnant and parenting teenagers in drop-
 8 out prevention programs; and

9 (3) to increase attention to gender issues in
 10 Federal education research.

11 **SEC. 3. TEACHER TRAINING.**

12 The Elementary and Secondary Education Act of
 13 1965 (hereafter in this section referred to as the “Act”)
 14 (20 U.S.C. 2701 et seq.) is amended—

15 (1) in section 1011(a)(2) (20 U.S.C.
 16 2721(a)(2)), by inserting “the training of teachers,
 17 librarians, counselors, and other instructional and
 18 pupil services personnel regarding gender-equitable
 19 teaching methods, techniques and practices; the eval-
 20 uation of the degree of gender equity in the pro-
 21 grams and projects assisted under this chapter;”
 22 after “school year);”;

23 (2) in section 1011(b) (20 U.S.C. 2721(b))—

24 (A) in paragraph (6), by striking “and”
 25 after the semicolon;

1 (B) in paragraph (7), by striking the pe-
2 riod and inserting “; and”; and

3 (C) by adding at the end the following new
4 paragraph:

5 “(8) training of parents, teachers, and other in-
6 structional and pupil services personnel regarding
7 the impact of gender-role socialization on the edu-
8 cational needs of eligible children, and the use of
9 gender-equitable teaching methods, techniques and
10 practices.”;

11 (3) in section 1015(b)(4) (20 U.S.C.
12 2725(b)(4)), by inserting “, including training re-
13 garding the impact of gender-role socialization on
14 learning, and the use of gender-equitable teaching
15 methods, techniques and practices” after “the plan”;

16 (4) in section 1016(a)(3) (20 U.S.C.
17 2726(a)(3)), by inserting “, including training re-
18 garding the impact of gender-role socialization on
19 learning, and the use of gender-equitable teaching
20 methods, techniques and practices” before the pe-
21 riod;

22 (5) in section 1054(b)(4) (20 U.S.C.
23 2744(b)(4)), by inserting “, including training re-
24 garding the impact of gender-role socialization on
25 learning, and the use of gender-equitable teaching

1 methods, techniques and practices” before the semi-
2 colon;

3 (6) in section 1531(b) (20 U.S.C. 2941(b))—

4 (A) by redesignating paragraphs (6) and
5 (7) as paragraphs (7) and (8), respectively; and

6 (B) by inserting after paragraph (5) the
7 following new paragraph:

8 “(6) programs designed to promote gender eq-
9 uity in education by eliminating gender bias in in-
10 struction and educational materials, identifying and
11 analyzing gender inequities in education, and imple-
12 menting and evaluating educational policies and
13 practices designed to achieve gender equity, includ-
14 ing—

15 “(A) training in gender-equitable instruc-
16 tion for teachers and other instructional person-
17 nel; and

18 “(B) community education programs to en-
19 hance the leadership and academic skills of girls
20 and young women;”;

21 (7) in section 1532(a) (20 U.S.C. 2942(a))—

22 (A) in paragraph (2), by striking “and”
23 after the semicolon;

24 (B) by redesignating paragraph (3) as
25 paragraph (4); and

1 (C) by inserting after paragraph (2) the
2 following new paragraph:

3 “(3) evaluation of the degree of gender equity
4 in the programs, projects and activities assisted
5 under this subpart; and”;

6 (8) in section 4104(b) (20 U.S.C. 3064(b))—

7 (A) in paragraph (4), by striking “and”
8 after the semicolon;

9 (B) in paragraph (5)(B), by striking the
10 period and inserting “; and”; and

11 (C) by adding at the end the following new
12 paragraph:

13 “(6) training of personnel involved in gifted and
14 talented programs regarding the impact of gender-
15 role socialization on the educational needs of gifted
16 and talented children, and the use of gender-equi-
17 table teaching methods, techniques and practices.”;

18 (9) in section 4601(a)(2) (20 U.S.C.
19 3151(a)(2))—

20 (A) in subparagraph (C), by striking
21 “and” after the semicolon;

22 (B) in subparagraph (D), by striking the
23 period and inserting “; and”; and

24 (C) by adding at the end the following new
25 subparagraph:

1 “(E) carry out programs for teachers, li-
 2 brarians, counselors, and other instructional
 3 and pupil services personnel regarding—

4 “(i) the impact of gender-role social-
 5 ization on learning;

6 “(ii) the use of gender-equitable edu-
 7 cation methods, techniques and practices;
 8 and

9 “(iii) leadership training for girls and
 10 young women.”; and

11 (10) in section 4604(b) (20 U.S.C. 3154(b))—

12 (A) in paragraph (2), by striking “or”
 13 after the semicolon;

14 (B) by redesignating paragraph (3) as
 15 paragraph (4); and

16 (C) by inserting after paragraph (2) the
 17 following new paragraph:

18 “(3) training programs for teachers and in-
 19 structional personnel regarding the impact of gen-
 20 der-role socialization on computer learning styles,
 21 and the use of gender-equitable methods, techniques
 22 and practices for computer-based instruction; or”.

23 **SEC. 4. DROPOUT PREVENTION PROGRAMS.**

24 (a) RESERVATION OF FUNDS FOR PREGNANT AND
 25 PARENTING TEENAGERS.—Section 6007(a) of the School

1 Dropout Demonstration Assistance Act of 1988 (20
2 U.S.C. 3247(a)) is amended—

3 (1) in paragraph (3), by striking “and” after
4 the semicolon;

5 (2) in paragraph (4), by striking the period and
6 inserting “; and”; and

7 (3) by adding at the end the following new
8 paragraph:

9 “(5) not less than 25 percent of the amount
10 available for grants in each fiscal year is used for
11 programs specifically designed to serve pregnant and
12 parenting teenagers.”.

13 (b) APPLICATIONS.—

14 (1) SCHOOL DROPOUT DEMONSTRATION ASSIST-
15 ANCE ACT OF 1988.—Section 6005 of the School
16 Dropout Demonstration Assistance Act of 1988 (20
17 U.S.C. 3245) is amended—

18 (A) in subsection (b)—

19 (i) in paragraph (2), by inserting “,
20 which system shall collect and cross tab-
21 ulate data, where feasible, by sex, accord-
22 ing to race or ethnicity and socioeconomic
23 status” after “problem”;

24 (ii) in paragraph (4)(I), by striking
25 “and” after the semicolon;

1 (iii) by redesignating paragraph (5) as
2 paragraph (6); and

3 (iv) by inserting after paragraph (4)
4 the following new paragraph:

5 “(5) describe the methods used to ensure gen-
6 der-equitable instruction in the programs supported
7 under this part; and”; and

8 (B) in subsection (d)—

9 (i) in paragraph (1), by striking
10 “and” after the semicolon;

11 (ii) in paragraph (2), by striking the
12 period and inserting “; and”; and

13 (iii) by adding at the end the follow-
14 ing new paragraph:

15 “(3) demonstrations of the greatest degree of
16 effort to promote gender equity and to incorporate
17 gender-equitable instruction into the activities as-
18 sisted under this part.”.

19 (2) SECONDARY SCHOOLS BASIC SKILLS DEM-
20 ONSTRATION ASSISTANCE ACT OF 1988.—Section
21 6106(b) of the Secondary Schools Basic Skills Dem-
22 onstration Assistance Act of 1988 (20 U.S.C.
23 3266(b)) is amended—

24 (A) in paragraph (9), by striking “and”
25 after the semicolon;

1 (B) by redesignating paragraph (10) as
2 paragraph (11); and

3 (C) by inserting after paragraph (9) the
4 following new paragraph:

5 “(10) a description of the methods used to en-
6 sure gender-equitable instruction in the programs
7 assisted under this part; and”.

8 (c) DROPOUT PREVENTION.—

9 (1) PURPOSE.—Paragraph (4) of section 6002
10 of the Act (20 U.S.C. 3242(4)) is amended by in-
11 serting “sex, race or ethnicity,” after “ages”.

12 (2) AUTHORIZED ACTIVITIES.—Section 6006(a)
13 of the School Dropout Demonstration Assistance Act
14 of 1988 (20 U.S.C. 3246(a)) is amended—

15 (A) in paragraph (13), by striking “and”
16 after the semicolon;

17 (B) by redesignating paragraph (14) as
18 paragraph (15); and

19 (C) by inserting after paragraph (13) the
20 following new paragraph:

21 “(14) the development and implementation of
22 efforts to identify and address factors in a student’s
23 decision to drop out of school that are related to
24 gender and family roles; and”.

25 (d) EVEN START.—

1 (1) USE OF FUNDS.—Section 1054(a) of the
2 Act (20 U.S.C. 2744(a)) is amended by inserting
3 “obtain educational skills and” after “help parents”.

4 (2) ELIGIBLE PARTICIPANTS.—Section
5 1055(a)(1) of the Act (20 U.S.C. 2745(a)(1)) is
6 amended by inserting “, or pregnant or parenting
7 teenagers, including such teenagers who are enrolled
8 in secondary school” before the semicolon.

9 (3) APPLICATIONS.—Section 1056(c)(5)(B) of
10 the Act (20 U.S.C. 2746(c)(5)(B)) is amended by
11 striking “and individuals with handicaps” and in-
12 serting “, individuals with disabilities, and teenage
13 parents”.

14 (4) AWARD OF GRANTS.—Section 1057(a)(1) of
15 the Act (20 U.S.C. 2747(a)) is amended—

16 (A) in subparagraph (F), by striking
17 “and” after the semicolon;

18 (B) in subparagraph (G), by striking the
19 period and inserting “; and”; and

20 (C) by adding at the end the following new
21 paragraph:

22 “(H) demonstrate the greatest degree of
23 effort to promote gender equity and to incor-
24 porate gender-equitable instruction into the ac-
25 tivities assisted under this part.”.

1 (e) LOCAL TARGETED ASSISTANCE.—Section
2 1531(b) of the Act (20 U.S.C. 2941(b)) is amended—

3 (1) in paragraph (6), by striking “and” after
4 the semicolon;

5 (2) by redesignating paragraph (7) as para-
6 graph (8); and

7 (3) by inserting after paragraph (6) the follow-
8 ing new paragraph:

9 “(7) programs for pregnant or parenting teen-
10 agers; and”.

11 (f) DRUG-FREE SCHOOLS AND COMMUNITIES.—

12 (1) FINDINGS.—Subparagraph (C) of section
13 5122(b)(2) of the Act (20 U.S.C. 3192(b)(2)(C)) is
14 amended to read as follows:

15 “(C) is pregnant or is a parent;”.

16 (2) LOCAL DRUG ABUSE EDUCATION AND PRE-
17 VENTION PROGRAMS.—Section 5125(a) of the Act
18 (20 U.S.C. 3195(a)) is amended—

19 (A) in paragraph (15), by striking “and”
20 after the semicolon;

21 (B) by redesignating paragraph (16) as
22 paragraph (17); and

23 (C) by inserting after paragraph (15) the
24 following new paragraph:

1 “(16) drug abuse prevention and intervention
 2 counseling targeting pregnant and parenting teen-
 3 agers; and”.

4 (3) LOCAL APPLICATIONS.—Section 5126(a)(2)
 5 of the Act (20 U.S.C. 3196(a)(2)) is amended—

6 (A) by redesignating subparagraphs (P)
 7 and (Q) as subparagraphs (Q) and (R), respec-
 8 tively; and

9 (B) by inserting after subparagraph (O)
 10 the following new subparagraph:

11 “(P) describe how, to the extent prac-
 12 ticable, assistance provided under this part will
 13 be used to provide drug-abuse education, coun-
 14 seling and intervention services to high-risk
 15 youth as such term is defined in section
 16 5122(b)(2);”.

17 **SEC. 5. RESEARCH AND DATA.**

18 (a) RESEARCH AND DATA.—

19 (1) GENERAL EDUCATION PROVISIONS ACT.—

20 The General Education Provisions Act (20 U.S.C.
 21 1221 et seq.) is amended—

22 (A) in section 406—

23 (i) in subsection (b)(6) (20 U.S.C.
 24 1221e-1(b))—

1 (I) in subparagraph (F), by strik-
2 ing “and” after the semicolon;

3 (II) in subparagraph (G), by
4 striking the period and inserting “;
5 and”; and

6 (III) by adding at the end the
7 following new subparagraph:

8 “(H) the proportions of women and men,
9 cross-tabulated by race and ethnicity, teaching
10 in subjects in which such individuals have been
11 historically underrepresented.”;

12 (ii) in paragraph (7) of section 406(c)
13 (20 U.S.C. 1221e-1(c))—

14 (I) by inserting “(A)” before
15 “The Council”; and

16 (II) by adding at the end the fol-
17 lowing new subparagraph:

18 “(B) In carrying out the provisions of subpara-
19 graph (A), the Council shall ensure that a high pri-
20 ority is assigned to gender issues in conducting Fed-
21 eral education research, and shall ensure that edu-
22 cation statistics and data, whenever feasible, be col-
23 lected, analyzed, cross-tabulated and reported by
24 sex, according to race or ethnicity and socioeconomic
25 status.”; and

1 (B) in section 422 (20 U.S.C. 1231a), by
2 adding at the end the following new subsection:

3 “(d) All statistics and other data collected and re-
4 ported under this section shall, whenever feasible, be col-
5 lected, cross-tabulated, analyzed, and reported by sex, ac-
6 cording to race or ethnicity and socioeconomic status. In
7 the event that the Secretary determines that such statis-
8 tics or data collection and analysis reveals no significant
9 differences among such categories, the Secretary shall in-
10 clude in the relevant report incorporating such statistics
11 or data an explanation of such determination.”.

12 (2) ELEMENTARY AND SECONDARY EDUCATION
13 ACT OF 1965.—The Elementary and Secondary Edu-
14 cation Act of 1965 (20 U.S.C. 2701 et seq.) is
15 amended—

16 (A) in section 1015(e)(3) (20 U.S.C.
17 2725(e)(3)), by adding after the first sentence
18 the following new sentence: “Schools shall as-
19 sign a high priority to gender issues in collect-
20 ing such data, and whenever feasible, such data
21 shall be collected, analyzed, cross-tabulated and
22 reported by sex, according to race or ethnicity
23 and socioeconomic status.”;

24 (B) in section 1021 (20 U.S.C. 2731)—

25 (i) in subsection (a)—

1 (I) by redesignating paragraphs
2 (3) and (4) as paragraphs (4) and
3 (5), respectively; and

4 (II) by inserting after paragraph
5 (2) the following new paragraph:

6 “(3) determine whether improved student per-
7 formance under paragraph (1) has been achieved for
8 both male and female students, cross-tabulated by
9 age and race or ethnicity;” and

10 (ii) in subsection (b)—

11 (I) by redesignating paragraph
12 (2) as paragraph (3); and

13 (II) by inserting after paragraph
14 (1) the following new paragraph:

15 “(2) In the case of a local educational agency
16 which determines pursuant to subsection (a)(3) that
17 a substantial difference in the participation or
18 achievement of students by sex exists, such agency
19 shall include in the plan submitted in accordance
20 with paragraph (1)(A) a description of planned ef-
21 forts to implement gender equity training for the
22 personnel of such agency.”;

23 (C) in section 1106 (20 U.S.C. 2765a), by
24 adding at the end the following new subsection:

1 “(d) INFORMATION.—The information contained in
2 such reports and the information base shall be collected,
3 cross-tabulated and reported by sex, according to race or
4 ethnicity and socioeconomic status.”;

5 (D) in section 1573(c)(1) (20 U.S.C.
6 2973(c)(1)), by adding at the end the following
7 new sentence: “Whenever feasible, such data
8 shall be collected, cross-tabulated and reported
9 by sex, according to race or ethnicity and socio-
10 economic status.”;

11 (E) in section 5127(a)(3)(D) (20 U.S.C.
12 3197(a)(3)(D)), by inserting “, including,
13 whenever feasible, data that is collected, cross-
14 tabulated and reported by sex, according to
15 race or ethnicity and socioeconomic status” be-
16 fore the semicolon; and

17 (F) in section 6201(d) (20 U.S.C.
18 3271(d)), by adding at the end the following
19 new sentence: “Whenever feasible, data col-
20 lected for such evaluations shall be cross-tab-
21 ulated and reported by sex, according to race or
22 ethnicity and socioeconomic status.”.

23 (b) OFFICE OF EDUCATIONAL RESEARCH AND IM-
24 PROVEMENT.—Section 405 of the General Education Pro-

visions Act (20 U.S.C. 1221e) is amended by adding at the end the following new subsections:

“(g) The Office shall conduct special studies to assess the impact and effectiveness of Federal, State, and local efforts to provide a gender-equitable education to elementary and secondary school students.

“(h) The Secretary shall, by grant, contract or cooperative agreement, provide for special studies to assess progress in the achievement of gender equity in elementary and secondary education as a result of the implementation of the provisions of the Gender Equity in Education Amendments of 1993. The results of such studies shall include recommendations for improving gender equity programs in elementary and secondary education.”.

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